

Standard Application System (SAS)

2014-2016 Educator Excellence Innovation Program		
Program authority:	General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature	FOR TEA USE ONLY Write NOGA ID here:
Grant period:	April 1, 2014, to August 31, 2016	Place date stamp here.
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	
Submittal information:	Four complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
Contact information:	Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961	
Schedule #1—General Information		
Part 1: Applicant Information		

Organization name KIPP Houston Public Schools	Vendor ID #	Mailing address line 1 10711 KIPP Way	
Mailing address line 2	City Houston	State TX	ZIP Code 77099
County- District # 101813 NA	Campus number and name	ESC Region # 4	US Congressional District # 18
DUNS # 947950879			
Primary Contact			
First name Eldon	M.I. 	Last name Lewis	Title Manager of Institutional Giving
Telephone # 713-657-0896	Email address elewis@kipphouston.org		FAX # 832.203.6365
Secondary Contact			
First name Chuck	M.I. 	Last name Fimble	Title Chief Talent Officer
Telephone # 832.328.1051 x1654	Email address cfimble@kipphouston.org		FAX # 713.772.1329

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name Sehba	M.I. 	Last name Ali	Title Superintendent
Telephone # 832.328.1631	Email address Sali@kipphouston.org		FAX # 832.203.6365
Signature (blue ink preferred)			Date signed


Only the legally responsible party may sign this application.

01.21.14

701-14-101-057

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 Austin, TX 78701-1494

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 Texas Education Agency

Schedule #1—General Information (cont.)

County-district number or vendor ID: 101813

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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By TEA staff person:

Schedule #2—Required Attachments and Provisions and AssurancesCounty-district number or vendor ID: **101813**

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101813

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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Schedule #5—Program Executive SummaryCounty-district number or vendor ID: **101813**

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Applicant Background

KIPP is a national network of free, open enrollment, college-preparatory public schools with a track record of preparing students in underserved communities for success in college and in life. Co-founded in Houston in 1995, the KIPP network now includes 141 KIPP schools in 20 states and the District of Columbia serving nearly 50,000 students. Finishing its second decade, KIPP has become a national leader in the movement to provide all children with access to an excellent education.

Houston is KIPP's largest region, with 22 public schools serving 9,882 students and an additional 1,000 alumni in college and beyond. While only 8% of students from low-income communities across the nation graduate from college, KIPPsters boast a 48% college graduation rate, tracking from 8th grade.

KIPP's mission is to develop in underserved students the academic skills, intellectual habits, and qualities of character necessary to succeed at all levels of PreK -12 education, college, and the competitive world beyond.

Need for the Project

KIPP Houston Public Schools' reputation as a high performing charter is well deserved. Its faculty, staff, and leaders work hard to create a rigorous, college-preparatory environment for underserved, low-income, urban students, and their success is evident in student achievement results and college matriculation rates. The work is rewarding but demanding and difficult, and its teaching staff requires significant onboarding, mentoring, and ongoing support to meet the high standards KIPP has for its learning community.

KIPP's longstanding partnerships with several local Colleges of Education as well as its 20+-year relationship with Teach For America means a large portion of the teaching faculty is new (or relatively new) to the profession. **In 2013, KIPP's 356 teachers averaged only 4 years of experience, and only 22% of them had more than 5 years of experience.**

Research conducted by the National Commission on Teaching and America's Future indicates that **new teachers are less effective in their first years but see substantial improvement over time.** (*What Matters Most: Teaching for America's Future*, 1996.) Therefore, KIPP must address the need to attract, develop, and retain teachers much longer than their formative first five years.

Even with teacher retention issues, the supply of student seats at KIPP does not meet Houston's demand. More than 8,000 students are on a waiting list, hoping to attend a KIPP Houston school. To address the immediate supply shortage, as well as a systemic need to raise the bar in public education, KIPP Houston is making a bold move to influence teaching and learning on a larger scale.

In 2007, KIPP announced its expansion plan to develop and sustain a seamless pre-kindergarten through 12th-grade network of schools throughout the Greater Houston area. Within the next decade, KIPP intends to enroll 10% of the urban Houston student population in its schools (21,000 students), thus making KIPP Houston the largest network of charter schools in one city. The rationale for this aggressive expansion is to "tip" the traditional public school system by influencing the local districts to deliver a great education to the 90% of Houston's students who are not in KIPP schools. This process will provide a model for what can and should happen across the country.

EEIP funding is needed to help KIPP strengthen its current educator excellence best practices and adopt and/or standardize others so that it can grow to scale with quality. Specific needs identified by the planning team and substantiated with data from staff and the District Improvement plan include the following:

- **Develop a robust pipeline for hiring effective teachers**
- **Continue to provide support and coaching for novice teachers**
- **Explore avenues for developing a region-wide teacher evaluation system**
- **Increase teacher retention**

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Schedule #5—Program Executive Summary (cont.)County-district number or vendor ID: **101813**

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Project Design, Goals, and Objectives

This project, to be known as **KIPP TALENT (Teaching And Leading Excellence, Now and Tomorrow)** has four core components constructed to address the identified needs:

1. **Two-year Teacher Residency Program**, focused on elementary positions and hard-to-staff areas of teacher shortage (cohorts of 11 and 16 Residents in year 1 and 2, respectively);
2. **Comprehensive mentoring program** consisting of formal, stipended mentorship for Residents and centralized training for a broader, non-compensated school-based mentor program for traditionally hired teachers;
3. **Standardized, district-wide teacher evaluation system** of rubrics, tools, policies, and procedures; and
4. **Staff support** to design, field test, implement and manage each component of **KIPP TALENT**.

Project Planning and Management

The planning team for this proposed EEIP program was comprised of the KIPP Houston Chief Talent Officer, Head of Schools – Academic Services, Manager of Talent Development, Manager of Recruitment, and Manager of Institutional Giving. This team, to be joined by the grant-funded Manager of KIPP Teacher Residency (MKTR) and Manager of Teacher Evaluation (MTE), will continue to provide oversight and leadership for **KIPP TALENT** by serving as the Project Management Team (PMT). The PMT will be headed by the Chief Talent Officer in the role of **EEIP Project Director**, who will ensure that all school leaders impacted by project activities are actively involved in the design and piloting of both the teacher evaluation system and mentoring program components and that their input is considered at all phases of project implementation.

The planning team sought feedback from an **ad hoc committee of selected school principals, assistant principals, teacher leaders, and regional and school-based teacher support staff** to craft program design solutions focused on the identified needs as noted. After making any necessary revisions, the planning team then worked to distinguish project components to be funded with EEIP funds versus those that KIPP would fund (or was already funding) with other resources to ensure EEIP funds supplemented, not supplanted, existing plans and programs.

The **proposed budget** is the collective result of this collaborative planning and design effort and was developed with input from the Chief Financial Officer and the accounting staff. The Manager of Institutional Giving secured final budget approval from the Regional Services Team and Superintendent.

Evaluation

Both formative and summative evaluations of **KIPP TALENT** will be based on multiple qualitative and quantitative measures (residency/mentorship feedback, pipeline strength, staffing projections vs. actual results, teacher evaluations and self-assessments, and teacher retention).

- **Teacher evaluation** data will be collected at least monthly;
- **Teacher feedback** on pedagogical and professional performance will be provided informally at least weekly and formally at least three times annually;
- **Teacher retention** data will be monitored monthly but will be officially reported annually;
- **Participant input and satisfaction** will be solicited anecdotally each month and quantitatively collected, analyzed, and reported at least twice annually.

The PMT will monitor and manage program implementation and ensure timely attention to problem correction. The Manager of Institutional Giving will ensure that all data collected is synthesized into accurate and complete interim and final reports to TEA.

In closing, without the benefit of EEIP funding, KIPP will not be able to afford these solutions proposed in **KIPP TALENT** within the timeframe outlined here, if at all. Without grant funding, KIPP will continue to face teacher turnover/attrition rates at least as high as they are currently (33%) while also expanding the network to over 24 schools by 2017-2018, meaning it must recruit at least 323 teachers to replace the 186 who leave each year *and* approximately 137 additional teachers to staff new schools.

The need to address teacher retention issues and evaluation systems is great, and the time to do so is now.

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Standard Application System (SAS)

Schedule #6—Program Budget Summary									
County-district number or vendor ID: 101813				Amendment # (for amendments only):					
Program authority: General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature									
Project period: April 1, 2014, through August 31, 2016									
Fund code: 429									
Part 1: Budget Summary									
Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 8/31/15)			Year 2 (9/1/15 – 8/31/16)			Total Budgeted Costs
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	
Schedule #7	Payroll Costs (6100)	6100	\$630,480	\$17,760	\$648,240	\$820,734	\$13,320	\$834,054	
Schedule #8	Professional and Contracted Services (6200)	6200	\$274,100	\$2,200	\$276,300	\$86,900	\$2,000	\$88,900	
Schedule #9	Supplies and Materials (6300)	6300	\$13,365	\$0	\$13,365	\$12,611	\$0	\$12,611	
Schedule #10	Other Operating Costs (6400)	6400	\$8,450	\$0	\$8,450	\$9,640	\$0	\$9,640	
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$3,730	\$0	\$3,730	\$4,880	\$0	\$4,880	
Total direct costs:			\$930,125	\$19,960	\$939,330	\$934,765	\$15,320	\$950,085	
Percentage% indirect costs (see note):			N/A	\$0	\$0	N/A	\$0	\$0	
Grand total of budgeted costs (add all entries in each column):			\$930,125	\$19,960	\$950,085	\$934,765	\$15,320	\$950,085	
Administrative Cost Calculation									
Enter the total grant amount requested:			Year 1			Year 2			
			\$			\$			
Percentage limit on administrative costs established for the program (10%):			x .10			x .10			
Multiply and round down to the nearest whole dollar. Enter the result.			\$			\$			
This is the maximum amount allowable for administrative costs, including indirect costs:									

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Standard Application System (SAS)

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 101813			Amendment # (for amendments only):		
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1	Year 2
Academic/Instructional					
1	Teacher: Teacher Residents—11 in year 1, 16 in year 2; \$35,000 each (base salary) plus benefits (11%, below)	11, 16		\$385,000	\$560,000
2	Educational aide			\$	\$
3	Tutor			\$	\$
Program Management and Administration					
4	Project director: Stipend to compensate additional duties for existing staff (administrative expense)		1	\$15,000	\$6,000
5	Project coordinator: 2 positions—Manager of KIPP Teacher Residency and Manager of Teacher Evaluation; program implementation; \$65,000 each with 3% COLA in year 2	2		\$130,000	\$133,900
6	Teacher facilitator			\$	\$
7	Teacher supervisor: Stipend to compensate additional duties for existing staff (administrative expense)		1	\$5,000	\$5,000
8	Secretary/administrative assistant			\$	\$
9	Data entry clerk			\$	\$
10	Grant accountant/bookkeeper: Stipend to compensate additional duties for existing staff (\$9,000 program implementation; \$2,000 administrative expense)			\$5,000	\$6,000
11	Evaluator/evaluation specialist			\$	\$
Auxiliary					
12	Counselor			\$	\$
13	Social worker			\$	\$
14	Community liaison/parent coordinator			\$	\$
Other Employee Positions					
15	Title			\$	\$
16	Title			\$	\$
18	Subtotal employee costs:			\$540,000	\$710,900
Substitute, Extra-Duty Pay, Benefits Costs					
19	6112 Substitute pay			\$	\$
20	6119 Professional staff extra-duty pay: Summer school pay for Residents in year 1 (\$2,500 each x 11); mentor stipends @ \$1,500 each (11 yr 1; 27 yr 2)			\$44,000	\$40,500
21	6121 Support staff extra-duty pay			\$	\$
22	6140 Employee benefits: 11% of all staff listed above			\$64,240	\$82,654
23	61XX Tuition remission (IHEs only)			\$	\$
24	Subtotal substitute, extra-duty, benefits costs			\$108,240	\$123,154
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$648,240	\$834,054

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page

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Schedule #8—Professional and Contracted Services (6200)County-district number or vendor ID: **101813**

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land	\$	\$
	Specify purpose:		
6299	Contracted publication and printing costs (specific approval required only for nonprofits)	\$	\$
	Specify purpose:		
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0	\$0

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 2
1	Teaching Excellence (alternative cert program for residents): 11 in year 1; 27 in year 2; \$3,100 each x 38 total	<input type="checkbox"/>	\$34,100	\$83,700
2	External professional development opportunities for residents (\$200 budget per resident x 11 in year 1 and 16 in year 2—39 total)	<input type="checkbox"/>	\$2,200	\$3,200
3	External professional development opportunities for project director or others performing administrative duties: \$2,000 total, year 2	<input type="checkbox"/>	\$0	\$2,000
4		<input type="checkbox"/>	\$	\$
5		<input type="checkbox"/>	\$	\$
6		<input type="checkbox"/>	\$	\$
7		<input type="checkbox"/>	\$	\$
8		<input type="checkbox"/>	\$	\$
9		<input type="checkbox"/>	\$	\$
10		<input type="checkbox"/>	\$	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$36,300	\$88,900

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

Specify topic/purpose/service: Education First contracted services		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service: Standardizing teacher evaluation system, field test, adjust all tools and rubrics			
Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
1 Contractor's payroll costs	# of positions: Varies	\$230,000	\$0
Contractor's subgrants, subcontracts, subcontracted services		\$	\$
Contractor's supplies and materials		\$2,000	\$
Contractor's other operating costs (travel)		\$8,000	\$
Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$240,000	\$0

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 101813		Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)			
2	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		
	Contractor's payroll costs	# of positions:	
	Contractor's subgrants, subcontracts, subcontracted services		
	Contractor's supplies and materials		
	Contractor's other operating costs		
	Contractor's capital outlay (allowable for subgrants only)		
Total budget:		\$	\$
3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		
	Contractor's payroll costs	# of positions:	
	Contractor's subgrants, subcontracts, subcontracted services		
	Contractor's supplies and materials		
	Contractor's other operating costs		
	Contractor's capital outlay (allowable for subgrants only)		
Total budget:		\$	\$
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		
	Contractor's payroll costs	# of positions:	
	Contractor's subgrants, subcontracts, subcontracted services		
	Contractor's supplies and materials		
	Contractor's other operating costs		
	Contractor's capital outlay (allowable for subgrants only)		
Total budget:		\$	\$
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		
	Contractor's payroll costs	# of positions:	
	Contractor's subgrants, subcontracts, subcontracted services		
	Contractor's supplies and materials		
	Contractor's other operating costs		
	Contractor's capital outlay (allowable for subgrants only)		
Total budget:		\$	\$

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 101813		Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)			
6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		
	Contractor's payroll costs	# of positions:	
	Contractor's subgrants, subcontracts, subcontracted services		
	Contractor's supplies and materials		
	Contractor's other operating costs		
	Contractor's capital outlay (allowable for subgrants only)		
Total budget:			
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		
	Contractor's payroll costs	# of positions:	
	Contractor's subgrants, subcontracts, subcontracted services		
	Contractor's supplies and materials		
	Contractor's other operating costs		
	Contractor's capital outlay (allowable for subgrants only)		
Total budget:			
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		
	Contractor's payroll costs	# of positions:	
	Contractor's subgrants, subcontracts, subcontracted services		
	Contractor's supplies and materials		
	Contractor's other operating costs		
	Contractor's capital outlay (allowable for subgrants only)		
Total budget:			
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$0	\$0
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$36,300	\$88,900
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$240,000	\$0
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$0	\$0
(Sum of lines a, b, c, and d) Grand total		\$276,300	\$88,900

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 101813					Amendment number (for amendments only):		
Expense Item Description							
6399	Technology Hardware—Not Capitalized						
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2
	1	Laptops	Laptops for Residents (standard for all KIPP teaching staff) for planning, communication, and program implementation—11 year 1, 16 year 2	27	\$600	\$6,600	\$9,600
	2				\$		
	3				\$		
	4				\$		
	5				\$		
6399	Technology software—Not capitalized					\$	\$
6399	Supplies and materials associated with advisory council or committee					\$	\$
Subtotal supplies and materials requiring specific approval:						\$	\$
Remaining 6300—Supplies and materials that do not require specific approval:						\$6,765	\$3,011
Grand total:						\$13,365	\$12,611

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 101813		Amendment number (for amendments only):	
Expense Item Description		Year 1	Year 2
6411	Out-of-state travel for employees (includes registration fees)	\$4,770	\$5,300
	Specify purpose: Out of state travel for program managers (residency and evaluation) to visit other residency programs (ex: Boston, DC) and other KIPP regions implementing standardized teacher evaluation (ex: Atlanta, DC)—airfare, hotel/lodging, per diem, and parking/ground transportation for 2 people for up to 4 nights total		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$	\$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$	\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$	\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$	\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		\$	\$
Remaining 6400—Other operating costs that do not require specific approval*:		\$3,680	\$4,340
Grand total:		\$8,450	\$9,640

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

***Remaining 6400:**

In-state travel (mileage, hotel/lodging and per diem if traveling out of the city) for residents to visit other KIPP regions (Dallas, San Antonio) to observe master teachers—up to 13 people for up to 5 nights, total; amount varies by grant year.

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Schedule #11—Capital Outlay (6600/15XX)					
County-District Number or Vendor ID: 101813			Amendment number (for amendments only):		
15XX is only for use by charter schools sponsored by a nonprofit organization.					
#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX/15XX—Technology hardware, capitalized					
2	Cell phones: Communication with staff and students (required for all KIPP staff); hardware purchase only; KIPP will maintain usage contract—27 @ \$230 for residents	27	\$230	\$2,530	\$3,680
3	Cell phones: Communication with staff and students (required for all KIPP staff); hardware purchase only; KIPP will maintain usage contract—2 @ \$600 each year for Managers	2	\$600	\$1,200	\$1,200
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX/15XX—Technology software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX/15XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				\$	\$
Grand total:				\$3,730	\$4,880

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 101813

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:

9,785

Category	Number	Percentage	Category	Percentage
African American	3,626	36.69%	Attendance rate	97.88%
Hispanic	6,016	60.88%	Annual dropout rate (Gr 9-12)	0 %
White	55	.56%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	92%
Asian	88	.89%	TAKS commended 2011 performance, all tests (sum of all grades tested)	37%
Economically disadvantaged	8,976	90.71%	Students taking the ACT and/or SAT	92%
Limited English proficient (LEP)	2,862	29.25%	Average SAT score (number value, not a percentage)	1420
Disciplinary placements	0	0%	Average ACT score (number value, not a percentage)	9

Comments**Student Need/Demand:**

More than 8,000 students—80% of the number KIPP now serves—are on a waiting list for a high quality seat in a KIPP Houston charter school. To meet this demand, KIPP will almost double in size, from 22 schools serving 9,785 students in 2014 to 42 schools serving 21,000 students—10% of the urban Houston student population—by 2020. This will make KIPP the largest network of charter schools in one city. EEIP funding is needed to help KIPP strengthen its current educator excellence best practices and adopt and/or standardize others so that it can grow to scale with quality.

Teacher Demographics Note of Explanation:

The percentages listed below for teachers at each degree level indicate the **highest** degree held. That is, teachers with doctorates also hold master's degrees, and teachers with master's degrees also hold a bachelor's degree. In the last legislative session, the law governing minimum standards for charter teachers was changed to require degrees for all teachers. Less than 1% of our current teaching staff is not degreed. Because of the timing of the new guidelines and because our staffing was set for the 2013-14 school year, we are using the current school year to become compliant. KIPP will ensure that all its teachers will be degreed by 2014-15.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	171	31%	No degree	4	0.7%
Hispanic	117	21.2%	Bachelor's degree	452	82%
White	220	39.9%	Master's degree	90	16.3%
Asian	27	4.9%	Doctorate	5	0.9%
1-5 years exp.	421	76.4%	Avg. salary, 1-5 years exp.	\$47,555	N/A
6-10 years exp.	83	15.1%	Avg. salary, 6-10 years exp.	\$52,495	N/A
11-20 years exp.	45	8.2%	Avg. salary, 11-20 years exp.	\$57,229	N/A
Over 20 years exp.	2	0.4%	Avg. salary, over 20 years exp.	\$73,823	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)County-district number or vendor ID: **101813**

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															
Open-enrollment charter school*	1556	911	889	823	648	515	742	781	753	721	585	417	347	194	9882
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	1556	911	889	823	648	515	742	781	753	721	585	417	347	194	9882

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															
Open-enrollment charter school	53	56	55	53	53	40	42	43	38	38	27	26	26	19	570
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:															

Total enrollment according to 2013 PEIMS is 9882

Total enrollment projected by the end of grant year 2 (2015-16) is 23,458.

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Schedule #13—Needs Assessment

County-district number or vendor ID: 101813

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

KIPP Houston Public Schools' Regional Support Team works year-round to monitor a variety of human resources, instructional, financial, and facilities data in order to provide just-in-time support to its 22 school leaders and their staffs. The planning team for this proposed EEIP program was comprised of the KIPP Houston Chief People Officer, Head of Schools-Academic Services, Manager of Talent Development, Manager of Recruitment, and Manager of Institutional Giving, who first reviewed the **District Improvement Plan (DIP) for the current school year against the purpose and requirements of this grant opportunity** to ensure a fit with KIPP's overall strategic direction. Of the seven District Improvement Plan areas reviewed, the planning team narrowed the needs to the following **four priorities across two improvement areas** that confirmed DIP alignment with EEIP intentions:

Improvement Area	District Priorities for Federal and State Funding Use
School Culture and Climate	<ul style="list-style-type: none"> • Increase teacher retention
Staff Quality/Professional Development	<ul style="list-style-type: none"> • Continue to provide support and coaching for novice teachers • Develop a robust pipeline for hiring effective teachers • Explore avenues for developing a region-wide teacher evaluation system

The planning team then gathered the appropriate regional hiring, evaluation, retention, and student achievement data (2012 AEIS, 2013 TAPR; KIPP Deep Dive Data) as well as plans and projections for continued regional expansion as a final check to substantiate KIPP's investment of time in the grant planning and program design process. Findings that led KIPP leaders to agree the EEIP project is a good fit are summarized as follows:

Increase teacher retention; Provide support and coaching for novice teachers; Develop a robust pipeline

KIPP's longstanding partnerships with several local Colleges of Education as well as its 20+-year relationship with Teach For America means a large portion of the teaching faculty is new (or relatively new) to the profession. **In 2013, KIPP's 356 teachers averaged only 4 years of experience, and only 22% of them had more than 5 years of experience.** This fact is substantiated by multiple research findings that *half of all teachers who enter the field leave it within a mere five years*, and the best and brightest teachers are often the first to leave. However, this is also the time period (years 3-5) when teacher effectiveness improves most markedly. Therefore, KIPP will use the majority of EEIP funding to support and retain teachers during their first five years.

The costs associated with teacher turnover are substantial—as high as \$17,000 in some urban districts. **In 2013, KIPP faced a 33% teacher turnover rate—more than twice the state average of 15.3%—**even as its network continued to expand. This means that—in 2013 alone—KIPP had to replace more than 175 teachers while also recruiting approximately 90 additional teachers for 1 new school and 10 new grade levels at its schools that are still growing. The target for teacher retention is 80%; therefore, KIPP must implement strategies to reduce the turnover rate by 13 percentage points (from 33% to 20%).

Develop a region-wide teacher evaluation system

All KIPP schools share a core set of operating principles known as the Five Pillars: 1) High Expectations; 2) More Time on Task; 3) Power to Lead; 4) Focus on Results; and 5) Choice and Commitment. While the Power to Lead frees principals to adapt their budgets, systems, and instructional programs to the needs of their unique learning communities, it has also resulted in the creation of **22 separate teacher evaluation systems**, preventing KIPP Houston from aggregating teacher quality data across the Houston region. This lack of standardization creates additional inconsistencies in teacher salary schedules as well as the network's ability to standardize a teacher career pathway tied to evaluation data—issues that cascade throughout the region and are only magnified as the network expands.

The planning team presented these findings to an ad hoc committee of selected school leaders (principals and assistant principals), teacher leaders, and regional and school-based teacher support staff to ensure their feedback was included. The resulting specific solutions designed to address each need are indicated on the following page.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 101813

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Develop a robust pipeline for hiring effective teachers	<p>KIPP TALENT (Teaching And Leading Excellence, Now and Tomorrow) will use EEIP funding to recruit and contract 11 Teacher Residents in year 1 and 16 in year 2. These Residents will be paid a livable wage plus benefits while they complete two years of alternative certification program (ACP) coursework/internship through the Teaching Excellence program, jointly run by KIPP and YES Prep Public Schools. Each Resident will be assigned a stipended mentor for two years as they complete their ACP program and become a first-year teacher of record (also noted under #2, below).</p> <p>This proposed KIPP TALENT initiative will pay for ACP tuition, basic communication equipment (cell phone and laptop), and summer school salaries for each Resident (the latter during year 1 of the grant only). During year 2 of the two-year Residency program, after they are hired as teachers of records, Residents' summer pay will be funded by the KIPP schools that hire them. <i>See also #4, below, regarding staff support for this component.</i></p>
2.	Continue to provide support and coaching for novice teachers	<p>KIPP TALENT will use EEIP funding to provide a second year of stipended mentorship for all Residents who become first-year teachers of record, ensuring they have the benefit of continuous, ongoing support and coaching from their Residency year through their first year of teaching.</p> <p><i>See also #4, below, regarding staff support for this component.</i></p>
3.	Develop a region-wide teacher evaluation system	<p>During year 1 of KIPP TALENT, the district will expend substantial EEIP resources to standardize an evaluation system across the entire Houston region. Specifically, KIPP will contract Education First to research, develop, and standardize documents; norm instruments; create tools, policies, and procedures; and field test and adjust program in year 1 for a full rollout to be implemented in year 2.</p> <p><i>See also #4, below, regarding staff support for this component.</i></p>
4.	Increase teacher retention	<p>All components of KIPP TALENT, as described above, will collectively address KIPP's need to increase teacher retention. Staff support to be funded through this initiative includes two full-time Project Managers: one to design, implement, and manage the KIPP Teacher Residency Program (and one to help design, pilot, and manage implementation of the district-wide, standardized teacher evaluation system).</p> <p>Administrative costs to be paid from this grant will be kept low and include stipends for two existing staff who will take on additional responsibilities over and above their current duties as a result of implementing KIPP TALENT district wide and a stipend for one grant support position who will ensure that all activities and expenditures are properly recorded and reported to TEA.</p>

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Schedule #14—Management Plan

County-district number or vendor ID: 101813

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Chief Talent Officer	12 years public and charter school experience as a human resources manager, director, and chief officer; demonstrated experience in educational leadership, leadership development, and organizational development; BA in English and accounting; MS in hospitality mgmt
2.	Head of Sch.-Academic Services	18 years public and charter school experience as a teacher, school leader, and area supt.; demonstrated expertise in K-12 leadership development, curriculum and instructional design, and staff development; MA in bilingual education; BS in early childhood education
3.	Manager of Talent Development	8 years public and charter school experience as a manager of talent development, manager of annual fund and grants, and high school teacher; bilingual (English/Spanish); demonstrated experience in leadership and organizational development; research, and project management; MEd in organizational leadership; BS in Spanish and secondary education
4.	Manager of Recruitment	6 years charter school experience as a recruitment manager, talent recruiter and teacher; demonstrated experience in K-12 education and teacher hiring selection, and retention; BA in journalism; TEA certified, Generalist 4-8; TFA Alum (Houston '08)
5.	Mgr., Teacher Residency and Mgr., Teacher Evaluation-TBH	Each position will develop/implement a new program as noted and coordinate with partners Required: Bachelor's degree; minimum 4 years of professional experience in an education setting; proven experience designing and executing new programs; Preferred: Management/leadership and teaching experience

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	By 6/30/15, at least 90% of Teacher Residents will be hired as teachers of record.	1. 100% of Mentor teachers trained	6/1/14	7/1/14
		2. 100% of Residents assigned a Mentor teacher	7/1/14	8/1/14
		3. Develop a gradual release of responsibility to ensure residents are teaching full courses during spring semester 2015.	9/1/14	2/1/15
		4. At least 90% of residents complete year 1 of Teaching Excellence and are hired at KIPP	7/1/14	6/30/15
2.	By 6/30/16, at least 90% of all Residents will remain employed at KIPP	1. Finalize design of Teacher Residency program	4/01/14	6/01/14
		2. Select and orient Residents	6/01/14	6/30/16
		3. At least 90% of Residents convert from first-year to second-year Residents.	8/15/14	6/01/15
		4. At least 90% of second-year residents are hired as teachers of record	4/01/15	6/30/16
3.	By 6/30/16, KIPP will develop and implement a comprehensive teacher evaluation system, whereby KIPP Houston Public Schools (KHPS) has a common language and set of metrics to define excellent teaching.	1. Research best practices for evaluation among KHPS, the greater KIPP network, and other high-performing school systems.	4/1/14	7/31/14
		2. With a team of practitioners and experts, define, weight, and build the components of a KHPS teacher appraisal system.	8/1/14	12/31/14
		3. Field-test the appraisal system with a feeder pattern of KHPS schools and make appropriate adjustments.	1/1/15	5/31/15
		4. Introduce the vetted appraisal system to all KHPS schools with appropriate communication, training, and support.	6/1/15	8/31/15
		5. Full implementation in all KHPS schools	9/1/15	6/30/16

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 101813

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As previously noted, KIPP Houston's Regional Services Team (RST) works year-round to monitor a variety of human resources, instructional, financial, and facilities data in order to provide just-in-time support to its 22 school leaders and their staffs. The planning team for this proposed EEIP program was comprised of the KIPP Houston Chief Talent Officer, Head of Schools – Academic Services, Manager of Talent Development, Manager of Recruitment, and Manager of Institutional Giving, to be joined by the grant-funded Manager of KIPP Teacher Residency (MKTR) and Manager of Teacher Evaluation (MTE), will continue to provide oversight and leadership for **KIPP TALENT** by serving as the Project Management Team (PMT), which will be headed by the Chief Talent Officer in the role of **EEIP Project Director**. The PMT will ensure school leaders impacted by project activities are actively involved in the design and piloting of both the teacher evaluation system and mentoring program components and that their input is considered at all phases of project implementation.

The following **schedule of internal communications and coordination** will ensure continuous feedback between and among the RST; the PMT; school-based leaders and teachers; and external project consultants:

Weekly: MTE communicates with external consultants to coordinate teacher evaluation design and updates PMT and Superintendent at check-ins with each; PMT meets to monitor project implementation; MKTR reports on residency design and implementation;

Monthly: PMT members communicate with school principals and teachers to seek feedback on project implementation and share project updates as appropriate; PD collects project data and artifacts as appropriate to measure progress toward goals/objectives;

Quarterly: PD provides broader updates to Superintendent for communication to the KIPP Board; PMT (or select members) meets with selected school leaders and teachers (ad hoc implementation committee) to review project data and get feedback on adjustments needed and made;

Semi-annually: PD, as supported by the PMT and RST, provides interim progress reports to TEA as required;

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Learning from KIPP Partners/Teacher Evaluation: As part of a nationwide charter network, KIPP Houston benefits from the experience of other KIPP regions, schools, and leaders as well as their policies, practices, and the tools they develop under the Power to Lead. Each year, the network hosts a KIPP School Summit (KSS)—an annual gathering of over 3,000 members of the KIPP Team and Family. It is a time to connect, learn, and share among KIPP colleague and partners from across the country, all in the name of professional development. In 2013, there were 270 content sessions offered to attendees with high-quality presenters in all academic and functional content areas to help educators improve their craft and better serve KIPP students. In the summer of 2014—in celebration of the 20th anniversary of KIPP—KSS will be held in the founding city of Houston, affording all 870 KIPP Houston teachers, leaders, and support staff the opportunity to attend and participate at no travel cost to them or KIPP. As KIPP Atlanta has recently instituted a region-wide teacher evaluation system, this will be a great time for KIPP Houston to learn from the leaders in the Atlanta region and to adjust its plans for the EEIP-funded teacher evaluation overhaul accordingly, at great savings of time and effort.

University of Houston Teacher Residency: The UH College of Education recently submitted a \$2M, 3-year proposal to the Texas Higher Education Coordinating Board to create a Master's-level teacher residency program for candidates with undergraduate degrees in other fields who want to become classroom teachers. KIPP Houston is one of two local district partners in the UH project and has a longstanding relationship with the UH COE. In anticipation of funding for the UH grant, which will focus on recruiting secondary-level teacher residents only, **KIPP TALENT** has been designed as an elementary-level residency program in year 1. To maximize effectiveness of both THECB and TEA/EEIP funding, leaders at both institutions will communicate weekly to facilitate alignment of the UH and TEA programs and ensure that each shares best practices and lessons learned and that services are neither supplanted nor duplicated.

Commitment to Project Success: The KIPP Houston Superintendent assures TEA of KIPP's region-wide commitment to the effective and efficient implementation of grant-funded activities as evidenced by the schedule of internal communications and coordination noted above. In this way, all stakeholders will be included and involved.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 101813

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	QUANTITATIVE & QUALITATIVE: Review implementation of Teacher Residency Program and related data	1.	100% of Mentors and Residents give formal feedback on program implementation twice annually
		2.	Pipeline strength measurably increases as a direct result of Residency Program as evidenced by # teachers in pipeline and # Residents hired
		3.	At least 90% of Residents are hired as first-year teachers of record
2.	QUALITATIVE & QUANTITATIVE: Assess teacher evaluation system standardization and rollout project at each stage	1.	100% of existing evaluation systems reviewed and analyzed by 6/1/2014
		2.	Ensure validity of placements, weights, and distributions via...
		3.	Ensure evaluation system transparency: release teacher data to KIPP learning community (to district and school and leaders by 6/30/15; to all staff by 6/30/16)
3.	QUANTITATIVE & QUALITATIVE: Implement teacher evaluation/reflections cycle	1.	100% of teachers complete BOY goal-setting tools
		2.	100% of teachers complete MOY self-assessment and action plans
		3.	100% of teachers complete EOY summative evaluation conference/rubrics
4.	QUANTITATIVE: Review staffing projections, teacher retention/ attrition, teachers served	1.	Staffing projections for 100% of schools updated monthly
		2.	100% of all schools fully staffed by 6/30/14, 6/30/15, and 6/30/16
		3.	Teacher retention continues in an upward trend (Goal: 80%+)

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Both formative and summative evaluations of KIPP TALENT (Teaching And Leading Excellence, Now and Tomorrow) will be based on multiple qualitative and quantitative measures (residency/mentorship feedback, pipeline strength, staffing projections vs. actual results, teacher evaluations and self-assessments, and teacher retention).

- **Teacher evaluation** data will be collected at least monthly;
- **Teacher feedback** on pedagogical and professional performance will be provided informally at least weekly and formally at least three times annually;
- **Teacher retention** data will be monitored monthly but will be officially reported annually;
- **Participant input and satisfaction** will be solicited anecdotally each month and quantitatively collected, analyzed, and reported at least twice annually.

In addition, for purposes of standardizing teacher evaluation systems and tools and incorporating student success as a measure of teacher effectiveness, **student achievement** data will be gathered at least quarterly through common assessments, progress reports, report cards, STAAR/EOC, AP, SAT/ACT scores as determined by project design and rollout/implementation. Results of any **student and parent surveys** on pedagogical and professional performance will supply additional feedback to teachers, school leaders, district staff, and project consultants. In the **day-to-day operations** of this EEIP program (and in addition to weekly Project Management Team meetings), representatives from school-based and Regional Services Teams will meet periodically to share progress towards goals and participate in feedback protocols about one another's components of the project.

KIPP Houston Chief Talent Officer, Head of Schools – Academic Services, Manager of Talent Development, Manager of Recruitment, and Manager of Institutional Giving, to be joined by the grant-funded Manager of KIPP Teacher Residency (MKTR) and Manager of Teacher Evaluation (MTE), will provide oversight and leadership for **KIPP TALENT** by serving as the Project Management Team (PMT), which will be headed by the Chief Talent Officer in the role of **EEIP Project Director**. This team will monitor and manage program implementation and ensure timely attention to problem correction. The Manager of Institutional Giving will ensure that all data collected is synthesized into accurate and complete interim and final reports to TEA.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101813

Amendment # (for amendments only):

Statutory Requirement 1: Required - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Induction

KIPP Houston has a strong induction (pre-boarding) program that has recently been expanded. In addition to a full day of inspiration and motivation focused on creating a strong KIPP culture, pre-boarding includes practical/tactical components focused on lesson planning, unit planning, and academic integration. KIPP's co-founder, Mike Feinberg, leads sections of this experience, as does KIPP Superintendent Sehba Ali. Participants meet KIPP's instructional specialists and are introduced to KIPP's curriculum and related resources.

During pre-boarding, new and experienced (but new-to-KIPP) teachers alike are introduced to the KIPP Framework for Excellent Teaching (KFET), which details the central philosophies of Student Growth and Achievement and Beliefs and Character of an excellent KIPP teacher. In addition, KFET describes the four elements of excellent teaching: Self and Others, Classroom Culture, the Teaching Cycle, and Knowledge. (See also pages 26 and 29 for details on how KFET will be incorporated into the grant-funded standard teacher evaluation tool.)

Finally, in the Fall 2014, KIPP will invest considerable resources to provide teachers with The Together Teacher (<http://www.thetogetherteacher.com/>)—a set of training workshops on how to create a personal organization system and priority plan, how to design effective routines, and other best-practices for time and workflow management. New teachers will be trained going forward, and in the next two years, this training will become part of the KIPP induction process. KIPP Houston has already trained all school leaders in the Together Leader modules and will train all Deans/APs in June of 2014.

Mentorship

Currently, there is no region-wide mentoring program. Individual principals pair beginning and new-to-KIPP teachers with more experienced teachers based on their own assessment of need and expertise. In order to address this gap and identified need to increase teacher support and retention while growing to scale with quality, KIPP will use grant funds for two key components of **KIPP TALENT** as detailed below.

1. KIPP Teacher Residency (KTR)

Design of this program has already begun. The job description for the Manager of KTR (summarized on page 19) is complete and on file with KIPP Houston. The components of the program are outlined as follows:

- **Residents:**
 - 10-12 recruited in year 1 (2014-15); 100 served by year 5 (2018-19);
 - Recruited from colleges of education, KIPP Alumni Association and career changers
 - Compensation: \$35,000 per year per resident, plus benefits;
- **Program Duration (2 years):**
 - Year 1—Residents paired with Mentor teacher for one school year with a gradual release of responsibility. Resident begins by observing classes and ends by teaching a full course load.
 - Year 2—Residents placed at a KIPP school as teacher of record; continue to receive mentoring support and contact at least monthly;
- **Professional Development for and Evaluation of Residents:**
 - Year 1—Residents participate in PD Saturdays and a two-week institute in the summer in partnership with Teaching Excellence (TE, an alternative certification program managed by YES Prep and funded by YES and KIPP) in addition to experience in their assigned classrooms; residents observe other teachers in their school and grade level and at other schools; school leaders observe/evaluate residents;
 - Year 2—Residents are assigned as teacher of record to their own classroom and paired with an Instructional coach through TE; complete teacher certification by end of year 2; school leaders formally evaluate new teachers;
- **Mentor Applicant Requirements:**
 - Recommended by their school leader;
 - 3+ years of teaching experience;

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- Demonstrated results increasing student achievement;
- Demonstrated ability/experience coaching other adults;
- **Mentor Responsibilities and Compensation:**
 - Participate in at least 20 hours of training prior to the start of the school year and 20 hours of continual training throughout the school year;
 - Stipended role--\$1,500 additional compensation for additional responsibilities)

2. KIPP Mentor Program (KMP)

KIPP Houston will offer elements of mentor training specifically designed for KIPP Teacher Residency program to the broader KIPP Houston community.

It is anticipated that the qualifications to be a KIPP Mentor will be the same regardless of whether mentors are assigned a resident or a new teacher who is hired through regular channels; however, the time commitment for mentoring under each role will vary, and only mentors of residents will be compensated since that role is more intensive in scope, requirements, and duration. In general, the design of this program in grant year 1 will answer the following questions:

- **Mentor Responsibilities and Compensation:**
 - Which components of mentor training for KMP will overlap with that for KTR?
 - How many hours of mentor training will be required before the school year and throughout the school year?
 - Might there be a type of nonmonetary compensation that would be appropriate for this role and scope?
- **Program Duration and Structure:**
 - What should the structure be for a one-year vs. a two- or three-year mentoring program?
 - How will training and support for the mentors differ if the program is one year vs. two years or three?
 - What frequency and duration of contact between mentor and new teacher is optimal?
 - What should be the structure of release time for mentor/new teacher contact and collaboration?
 - What is the best way to embed opportunities for professional collaboration and development?

Results from the regional mentoring program pilot will allow KIPP to compare data from KTR and KMP to determine relative effectiveness.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101813

Amendment # (for amendments only):

Statutory Requirement 2: Required - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

As previously mentioned in the Needs Assessment section (see page 17), the Power to Lead frees principals to adapt their budgets, systems, and instructional programs to the needs of their unique learning communities. As one of the Five Pillars uniting all KIPP schools nationwide, the Power to Lead is stated in this way:

The principals of KIPP schools are effective academic and organizational leaders who understand that great schools require great school leaders. They have control over their school budget and personnel. School leaders must retain their autonomy while taking advantage of collective wisdom and economies of scale. Additionally, a world-class faculty at each KIPP school is a priority; KIPP must identify, attract, develop, retain, and empower the very best instructors, so that every KIPPster receives first-rate education.

When creating their School Design Plans, founding principals also create their own systems for teacher evaluation that align with their vision of excellent teaching, and although many schools' evaluation rubrics are based, at least in part, on the KIPP Framework for Excellent Teaching (KFET) described on page 26, the reality is that **KIPP Houston's 22 schools have 22 separate teacher evaluation systems, including separate rubrics, schedules for observations, and reports for evaluation results.** This, in turn, prevents KIPP Houston from aggregating teacher quality data across the Houston region, as there is no common scoring system. This lack of standardization creates additional inconsistencies in teacher salary schedules from school to school, as well as the network's ability to standardize a teacher career pathway tied to evaluation data.

KIPP Houston intends to use EEIP grant funds to address this great need by creating a standardized teacher evaluation system tightly aligned to KFET (year 1) and piloting it in selected schools (year 2). Through this process, KIPP will codify a system that specifies and standardizes the following:

- **Structure and phases of teacher evaluation** (ex: Goal-setting, self-assessment rubrics, action planning process, formal observations, self-reflection/action plan review/debrief, etc.);
- **Content, actions, tools, and schedule/timeframe** for each phase of the teacher evaluation cycle, including the frequency and duration of classroom observations;
- **Teacher and evaluator goals** for each phase of the teacher evaluation cycle; and
- **Observer training requirements and the structure for deployment** that will ensure inter-rater reliability and allow for data aggregation across content areas, grade levels, schools, feeder patterns, and the region as a whole.

During year 1 of **KIPP TALENT**, KIPP Houston will contract with Education First, consultants whose services include strategic planning and counsel, research and public policy analysis, communications and advocacy, and grant making effectiveness. Education First's focus areas include college and career readiness, college completion, STEM strategies, and teacher and leader effectiveness, making them well suited for a project of this focus, size, and scope. For purposes of **KIPP TALENT**, Education First will consult with KIPP Houston to either guide KIPP in developing the following work products or to produce it themselves as part of the consulting contract:

- **April - May 2014:**
 - Conduct a gap analysis to identify resources, data and tools already in place to build off of and new work to be completed in designing a new system;
 - Share landscape analysis of trends and lessons learned from other similar initiatives and new evaluation systems developed by peers across the country;
 - Work with key KIPP staff to create a project team comprised of those most involved in this work, a steering committee of KIPP Houston leadership and outside experts, and an educator advisory committee made up of representative school staff to support the design and implementation of the new system; and
 - Formally launch the teacher evaluation standardization initiative with a project kickoff for all involved.

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- **June – December 2014:**

- **Define Components of Teacher Evaluation**

- Develop a common teacher observation framework, building off of the Framework for Excellent Teaching and other high-quality practices already in place;
 - Develop student learning growth measure(s) for both tested and non-tested grades and subjects; working with existing partners and assessments such as NWEA, as well as external partners as needed; and
 - Identify other measures of performance, such as peer observation and student surveys, to be incorporated into the evaluation system.

- **Define Component Weighting**

- Identify multiple ratings to describe differences in teacher effectiveness; and
 - Determine the weighting and cut scores of each component of the multiple measures system.

- **Outline key policy and implementation considerations, such as:**

- Align the new appraisal system with existing KIPP policies and procedures, and determine what needs updating (e.g. how long each observation should be, how many times each teacher will be observed annually, whether observations will be announced or unannounced, whether verbal or written post-observation feedback will be provided to teachers);
 - Outline the collection process and system for observation and student performance data;
 - Determine who will be evaluated under the new evaluation system;
 - Identify the evaluators (principals, peer leaders, master teachers) and the processes and tools they will use. Detail the training needed for each observer to become "certified" to conduct classroom observations; and
 - Provide guidance on how educators will receive quality feedback, linked to professional development opportunities, from their observations and evaluations.

- **December 2014 – September 2015:**

- Field-test the newly-designed observation rubric as well as other program components such as the measures of student learning in a feeder pattern in the Spring 2015 semester, allowing us to see the impact of the appraisal on teachers serving students from similar neighborhoods/demographics grades PK-12;
 - Build and execute a stakeholder engagement and communication plan that answers questions such as why the system is being implemented, what the results will be used for, and how it will help teachers improve their practice;
 - Develop tools, templates and processes for the new system, and work with KIPP Houston staff to align existing tools, templates and processes to the new appraisal system;
 - Create a training plan and support the rollout of summer training for teachers and evaluators; and
 - Establish monitoring and evaluation processes so that the system is implemented with fidelity and continuously improves.

A valid, reliable, region-wide appraisal system will have a cascading impact on the following human capital pipeline components:

- Instruments and processes for recruitment and selection;
- Induction;
- Ongoing, differentiated professional development;
- Career pathways—giving strong teachers an avenue to grow professionally and support other teachers without leaving the classroom (thereby increasing retention); and
- Compensation.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101813

Amendment # (for amendments only):

Statutory Requirement 3: Required - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Formal Evaluation Process and Persons Responsible

As previously mentioned, each KIPP school currently has its own evaluation process and rubric, many of which are aligned, at least in part, to the KIPP Framework for Teaching Excellence, or KFET, Competencies. This document, which is further explained below, can be found on the web here: <http://www.kipp.org/careers/teaching-at-kipp/teaching-competencies>

Standardizing the formal evaluation process will result in a region-wide timeline of evaluation activities including **annual goal-setting, mid-year review, and an annual summative review**. Both the MOY and EOY reviews will consist of a **self-evaluation** by the teacher, a **manager evaluation** (conducted by the school leader or assistant principal), and an **in-person review** meeting to discuss results and next steps. The self-evaluation and manager reviews will assess progress against performance goals ("the what"—student outcomes) and teaching competencies ("the how"—aligned to KFET).

Rubric Used—Six Domains Addressed

The rubric to be designed and piloted will be aligned with the KFET Competencies, which put **Student Growth and Achievement** at the center, surrounded by the Four Elements of Excellent Teaching, stated below.

1. **Self and Others:** Excellent teaching requires understanding of oneself, one's connection to others, and a growth mindset that allows the teacher to take ownership for the success of all KIPPsters.
2. **Classroom Culture:** In an excellent classroom culture, the teacher focuses on countless tangible and intangible details in the space to create an environment where students are joyfully engaged, meaningfully on-task, and feel ownership for their individual and collective successes in college and in life.
3. **The Teaching Cycle:** Excellent teaching means planning and executing rigorous, engaging lessons that fit into a logical scope and sequence, as well as using student data to assess mastery of objectives and movement toward big goals for student achievement and growth. Excellent teaching requires a 1/12 mindset, recognizing that even the tiniest details can dramatically impact student mastery.
4. **Knowledge:** Teaching is an art and science. As the artists and scientists, we are responsible for building our understanding of child development, pedagogy, and content. We are responsible for knowing what we are teaching, how it fits in a PreK-16 continuum, and who we are teaching it to.

These Elements are linked through **Beliefs and Character**: An excellent KIPP teacher is committed to KIPP's mission. She constantly pursues becoming a better person, just as she supports students in this pursuit. She understands that her beliefs and character affect who she is, her impact on and relationships with others, her classroom environment, how she teaches, and what she knows.

Each of these six domains has elements. For example, the element of Self and Others has six competencies: 1.1: Self-awareness and Self-adjustment; 1.2: Continuous Learning; 1.3: Building Relationships; 1.4: Cultural Competence; 1.5: Communication; and 1.6: Professionalism. Each of these is further broken down into key behaviors as illustrated here:

1.1 Self-awareness and Self-adjustment	A. Doesn't settle or sit. Grows.
	B. Calibrates emotions even when pushed.
	C. Adjusts tone and actions as needed.
	D. Manages time, energy, and attitude.
	E. Recovers physically and renews emotionally and mentally.

Standardization of the KFET-based evaluation system will create a common language for talking about, looking for, finding evidence of, and striving to achieve excellent teaching.

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Evidence Sought to Support/Substantiate Evaluation Results

It is anticipated that when the KFET rubric is fully developed, it will include examples of classroom situations each evaluator will look for as evidence of teaching excellence that reflect each level of proficiency along the continuum. KIPP will consult with Education First and other KIPP regions to determine the feasibility of including additional pieces of evidence in each phase of the evaluation cycle, such as measures of student growth, student and parent feedback, and peer evaluations.

Teacher Observations

Standardization of teacher observations will likely call for biweekly observations by managers, followed by a debrief during one-to-one check-ins between teacher and manager. Each observation will last anywhere from 15 to 45 minutes (to be determined during year 1). Some schools also include informal evaluation processes, such as peer observations and quick "learning walks" (pop-ins) by the school leaders, admin team and deans. The Manager of Teacher Evaluation (to be hired) will work with the Education First consultants and a team of school leaders to standardize all formal and informal teacher observation activities and tools.

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Schedule #16—Responses to Statutory Requirements

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Amendment # (for amendments only):

Statutory Requirement 4: Required - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Network-wide Collaboration

All KIPP teachers have 24/7 access to KIPP Share and A Better Lesson, two **online platforms** that enable them to share their curriculum, connect with other teachers across the national KIPP network, and explore popular classroom resources. True to its name, the platform helps KIPP teachers share to spark creativity and innovation in one another. They build on each other's work so KIPPsters benefit from the collective wisdom of a network. Better Lesson houses videos of exemplary teaching, curriculum materials, scope and sequences by course and grade, teaching guides, and projects across all KIPP regions nationwide as well as local documents and curriculum materials.

School-based Collaboration

KIPP teachers have daily and weekly opportunities for structured or unstructured collaboration formats. **Common planning time** and **early-release Fridays** allow teachers to collaborate within their content area, grade level, team, and/or school as a whole.

Content specialists also make campus visits to support and observe teachers and give feedback for instructional improvements. These staff also visit KIPP schools in other cities to share across regions.

In addition to these opportunities, KIPP provides **regional professional development days** twice each semester, which foster collaboration by subject area and grade level and allow cohorts of new hires to come back together to share their experiences, challenges, and successes. During these regional PD sessions, teachers review and strengthen their understanding of the common scope and sequence, share best practices, and review common assessments (including their own teaching effectiveness as evidenced by student performance on each objective covered).

In particular, teachers' review of their students' performance on common assessments provides a key opportunity for collaborative professional development in the 70-20-10 format (explained more fully on page 29). In brief, the work of sharing student results and reflecting on one's own teaching practice builds teacher skill through practical context (on-the-job training) as well as coaching and mentoring—practices far more impactful than classroom training *about* student data. Instead of gaining abstract knowledge about data and how to use it to improve instruction, the collaborative activity of interacting with actual classroom, grade-level, campus, and regional data, together with reflection and discussions with others who perform similar work, strengthens teaching ability through direct experience rather than a formal learning process.

These extended PD days are also opportunities for content specialists to get feedback on the design of the scope and sequence, curriculum, and assessment instruments. Workshops on instructional strategies related to character education and development, curriculum standards, Special Education and ELL differentiation, data-driven lesson planning and reteaching, classroom management, and other topics are led by internal staff, selected external consultants, and coaches from the Teaching Excellence (alternative certification program) that is managed by YES Prep Public Schools in collaboration with KIPP Houston.

In partnership with the Michael and Susan Dell Foundation (MSDF), KIPP Houston Public Schools is currently working to strengthen its infrastructure to support teacher professional development, instructional leadership, data collection, and analysis. In addition to weekly school-specific professional development, four times each year teachers from across the KIPP Houston region come together for professional development with other teachers teaching the same grade levels in the same content areas. Together, they analyze student data on the MAP and common assessments to determine what needs to be taught and re-taught, share best practices, and exchange ideas. Between collaboration days, teachers share best practices and exchange lesson and unit plans through our partnership with A Better Lesson and the KIPP Foundation. During the professional development days, the focus is on teachers analyzing and creating action plans around a myriad of data.

Please also see Schedule 14, part 4 on page 20, "Learning from KIPP Partners", which describes the content and format of the annual KIPP School Summit (KSS), which takes place each summer and offers hundreds of sessions by KIPP teachers and leaders nationwide. KSS is especially helpful for high-school teachers in specialized content areas such as AP Calculus, for example, where they may be the only teacher of that content on their campus.

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Schedule #16—Responses to Statutory Requirements

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Amendment # (for amendments only):

Statutory Requirement 5: Required - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Aligning Professional Development Opportunities with Multiple Methods of Performance (Observation and Evaluation Results) to Improve Practice and Collaborate Pedagogically

Check-ins and Debriefs

School leaders aspire to hold **weekly or biweekly check-ins** with teachers to debrief on lesson observations—a practice that will continue even as the regional evaluation system is standardized and aligned to KFET. Teachers receive individualized coaching during these sessions, which may result in opportunities for differentiated professional development, such as participating in additional training, attending a conference, observing a master teacher, or watching a model lesson.

70-20-10: Learning Primarily by Doing

KIPP ascribes to the **70-20-10 framework for professional development plans**, which has replaced Individual Learning Plans as a preferred format. Pioneered by the Center for Creative Leadership and based on 30 years of study of how executives learn to lead, it rests on the belief that leadership is learned through doing. There's plenty of evidence to support that belief, including a study by the Corporate Leadership Council that concluded that on-the-job learning has three times more impact on employee performance than formal training.

As the 70-20-10 name implies, the learning model calls for 70% of development to consist of on-the-job learning, supported by 20% percent coaching and mentoring, and 10% classroom training. The model has spread widely in the corporate and nonprofit worlds, with various organizations putting their own imprint on it.

The 70-20-10 model's three components reinforce one another, adding up to a whole that is greater than the sum of its parts. The model builds on research showing that human beings retain information most effectively when they gain it in a practical context. Learning is even more powerful when the lessons of experience are reinforced through informal discussion with people who have performed similar work. These veterans can point out common pitfalls, offer practical advice, and help steer the learner away from bad habits. To emphasize the value of experience, however, is not to slight the importance of formal learning. Rather, formal learning is most valuable when it supplies technical skills, theories, and explanations that apply directly to what is learned through experience—and when it is both valued and quickly integrated within the work environment.

Focus on Student Achievement

KIPP teachers receive data following Common Assessments and collaborate to analyze that data relative to their instructional practices. Also, teachers are expected to collect and use data on a daily basis using informal assessments. A great deal of professional development revolves around collecting and analyzing data and using it to re-teach, differentiate instruction, create lesson plans, etc. School leaders have discretionary budgets they can use to bring in trainers and/or send teachers out to specialty workshops or conferences, although most of KIPP's professional development is provided in-house through the Academic Services Team and the Talent Team.

A significant portion of EEIP funding will support the standardized design and rollout of the KIPP teacher evaluation system, led by **Education First**. The evaluation system will include a focus on the following:

- Develop student learning growth measure(s) for both tested and non-tested grades and subjects, working with existing partners and assessments such as NWEA, as well as external partners as needed; and
- Identify other measures of performance, such as peer observation and student surveys, to be incorporated into the evaluation system.

During year 1 of the grant, consultants will guide KIPP in considering how measures of student growth and performance might tie to teacher evaluations, the results of which could be used to prescribe associated professional development activities.

Please also see the previous section for a description of regional professional development days as well as page 20, which describes the annual KIPP School Summit.

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Schedule #16—Responses to Statutory Requirements

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Amendment # (for amendments only):

Statutory Requirement 6: Required - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Additional Compensation

KIPP Houston currently offers multiple opportunities for additional compensation that includes deployment of effective teachers to support campus collaboration and pedagogical improvement. Teachers with demonstrated success in specialty areas have the opportunity to earn stipends ranging from \$500 to \$2,500 in the following roles:

- **Curriculum Leader:** Providing feedback on curriculum documents and related training;
- **Teacher Leader:** Leading professional development on regional PD days;
- **Data Captain:** Coordinating Common Assessments and other testing procedures;
- **Summer School Instruction** (available to elementary and middle school); and
- **Athletic Coach.**

As part of the EEIP-funded plan to standardize teacher evaluation, the Project Management Team and consultants will also review the existing system of additional compensation and make recommendations to standardize this across the region as well.

With EEIP funding, KIPP will add the opportunity to serve as **Resident Mentor**, which will also be a stipended position, and the positions of **Manager of Teacher Residency** and **Manager of Teacher Evaluation**.

KIPP also offers **referral bonuses** of up to \$1,000 to staff who recommend qualified candidates who are eventually hired by the district. This process is publicly available on the web here: <http://kipphouston.org/referral>. Referring staff must complete an online form prior to the new hire beginning employment with KIPP. Referrals for the positions of Teacher, Learning Specialist, Instructional Coach, or AP/Dean will receive \$1,000. Referrals for other school-based positions and Regional Services Team positions will receive \$100. School leaders, Head of Schools, Deputy Head of Schools, and members of the Talent/recruitment team are not eligible to receive these bonuses. Referral bonuses are paid in September.

Finally, school leaders each have a budget for additional and/or differentiated compensation in the form of additional pay or gift cards. Known as "spot bonuses," these payments can be allocated based on criteria that school leaders determine for their faculty members.

Differentiated Compensation

KIPP has a standardized step scale of teacher pay that also allows for variances based on a teacher's ability to improve student performance and their own pedagogical growth. School leaders are free to vary from the step scale up to 5% of a teacher's salary without supervisor approval. In addition, school leaders can award an appreciation stipend of up to 3% of a teacher's salary. Variances can be deployed to increase teacher retention and/or reward teachers for demonstrated expertise or accomplishments.

In addition, the following positions are paid at differentiated rates to attract and retain candidates in hard-to-staff areas of teacher shortage:

- **Special Education Learning Specialist;** and
- **Bilingual/ESL Learning Specialist.**

During year 1 of the EEIP grant period, **KIPP TALENT** will focus on standardizing the common appraisal system and studying the many and varied systems of pay across the KIPP Houston region. In year 2 of the grant period, KIPP and consultants will work to align the step scale and its variable components based on performance, involving teachers and school leaders in a careful process of determining what types of financial and nonfinancial rewards and recognition they feel are appropriate to them at each level of teaching proficiency (as determined by the KFET rubric and teachers' placement on a Teacher Career Pathway). KIPP's overall goal is to improve teacher retention by creating a standardized, transparent system of compensation along with a sustainable system of teacher rewards.

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Schedule #16—Responses to Statutory RequirementsCounty-district number or vendor ID: **101813**

Amendment # (for amendments only):

Statutory Requirement 7: Preferred - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Recent improvements to the KIPP Houston recruitment and hiring process were designed to support KIPP's need to grow to scale with quality while developing a strong pipeline of highly qualified teacher candidates. In support of this effort KIPP recently doubled its recruitment team. No EEIP funds are being requested for recruitment or hiring processes or functions.

KIPP Houston Public Schools is committed to getting its students to and through college. In order to achieve this goal and develop within them the knowledge, skills, and character needed to succeed, KIPP must recruit a diverse group of talented individuals to teach and support its students.

To this end, KIPP Houston has developed a Talent Recruitment Strategic Plan for 2013-14, which details overall goals and metrics, team structure and responsibilities, sourcing strategy, and selection process. This Appendix of this plan also contains an interview rubric, sample teaching video rubric, and cultivation strategy call agenda.

Recruiting/Hiring Goals and Metrics

KIPP Houston recruitment is guided by both quantitative and qualitative goals and metrics. Quantitative metrics include:

1. **100% of known vacancies filled by June 13 ("Known vacancies" = positions known prior to May 23.)**
This goal includes interim targets for growth positions (100% filled by March 24) and replacement positions (100% filled by June 13) with interim targets specified for December 20, February 21, March 24, and May 1.
2. **Ensure candidates are not being "lost" in the process**
 - a. 90% of candidates who pass pre-screening will attend an in-person interview; and
 - b. Average business days in process will be <28; less than 8% of candidates will experience >45 days in process;
3. **Focus efforts to find and cultivate hires from specific sources.** These include targets for the number of hires generated from referrals, events, universities and partnerships, cold-sourcing, Urban Ed, KIPP Careers (online system), Teach For America Corps Members, and school leader-sourced candidates;
4. **Generate 1,500 leads to cultivate, resulting in approximately 90 hires.** This goal includes targets for leads generated and prospect emails or calls per recruiter per week, as well as target response rates from prospect to cultivation, from cultivation to candidate, and from candidate to hire.

Qualitative goals outline parameters for recruiters' relationships with their assigned schools, faculties, and school leaders; trust between school leader and recruiter; and school leaders' trust in the selection process.

Team Structure and Responsibilities

The Manager of Recruitment supervises five Talent Recruiters who are each assigned 5-8 schools and departments as well as 1-3 additional projects (events, social media, university partnerships, etc.).

Sourcing Strategy

KIPP Houston maintains a detailed recruitment event calendar with up to six events per month from September through June. Events include **referral happy hours** (KIPP employees bring friends they are referring for open positions), **university career fairs**, **KIPP school tours**, **"office hours"** (locations around town where candidates can bring their resumes and talk with a recruiter about KIPP's culture and process), **webinars** (online opportunities to talk with recruiters about KIPP), and **Selection Day events** (for candidates without videos or lead teaching experience).

Referral Program

Most new hires say one of the main reasons they chose to join KIPP was because of a current or former KIPP employee. Current KIPP teachers are a valuable resource in the recruitment process, so KIPP's bonus program is designed to reward teachers who refer friends.

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Quantitative goals and metrics for the referral program specify targets for the number of referral names in the pipeline by each of five target dates; conversion rate for the number of referrals who become candidates; and the number of people hired from the referral pipeline. Qualitative goals aim for current employees' positive support for the referral program, recruiter relationships with quality referrals, and employees' understanding of the referral process.

Incentives for referring employees are defined on page 30 and also on the web here: <http://kipphouston.org/referral>. Additional incentives are awarded for the first 25 teachers to submit 3 referrals (KIPP sweatshirts) and schools with the most referrals by the end of the first or second semester (catered lunch and catered barista-style coffee, respectively).

Cold Sourcing

KIPP also reaches out to potential candidates through cold-sourcing methods such as LinkedIn, Aspire, myEdMatch/Haystack/Tioki, Fund for Teachers, TFA Resume Bank, and TFA rejected applicants. These are categorized as A, B, or C leads with contact types (email, phone calls) and schedules specified for each. KIPP uses Facebook, Twitter, and LinkedIn to post jobs, advertise events, and increase faculty participation with dynamic calls to action.

Embedded Recruitment Assistants

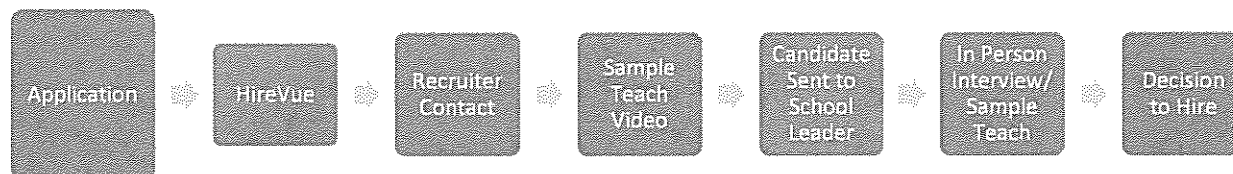
KIPP has hired three part-time **Talent Associates** (2012 TFA Corps Members currently teaching at KIPP) who serve as key representatives of KHPS' mission, brand, and culture to their fellow TFA corps members and alums. These individuals are passionate KIPP teachers who enjoy networking, event planning, and have demonstrated a desire to play an integral role in recruiting incredible teachers and leaders for the 2014 – 2015 school year.

Contracted **Campus Recruitment Representatives (CCRs)** are embedded at partner schools and help KIPP establish a pipeline of new teachers. By building relationships with universities' education departments and career services offices, KIPP gains access to graduating student teachers and interested alumni. CCRs also play major roles in meeting recruitment goals for each KIPP campus. Directed by the Talent Recruiters, these reps take the lead in planning and executing college-based campus recruitment activities and ensure a constant KIPP presence remains on campus.

Selection Process

KIPP's selection process is extremely important in ensuring the successful hiring of high-quality candidates. While the pre-screening for every candidate is the same, each school type (primary, middle, and high) has a slightly different process depending on what works best for that horizontal community.

The main goal of the selection process is to push candidates through the rigorous process in less than one month.



Each of these stages has specified candidate, recruiter, and school leader actions and timelines associated with it. **HireVue** is a talent interaction platform that includes digital screening and live interviewing capabilities. Candidate videos can be viewed on demand and shared with colleagues and teams. KIPP maintains a 6-question HireVue interview rubric that screens for certain beliefs about commitment to KIPP's mission, accountability, character/grit, using critical feedback, defining and measuring success, and student growth and achievement.

Cultivation Strategy and Recruiter Touchpoint Call Agendas structure and standardize **recruiter contact** across the Talent team.

KIPP also uses rubrics to evaluate **sample teach videos**, rating expectations, routines and systems, management and discipline, lesson execution and ratio (teacher talk time vs. student think/talk time, etc.), joy, and rigor.

These three phases of the selection process ensure that only the most highly qualified candidates are sent to KIPP school leaders for the campus-based portions of the selection and hiring process, saving time and ensuring quality.

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Schedule #16—Responses to Statutory RequirementsCounty-district number or vendor ID: **101813**

Amendment # (for amendments only):

Statutory Requirement 8: Preferred - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Nationwide, the main opportunity for career advancement for teachers has meant that they must leave the classroom to become a school administrator. At KIPP, teachers currently have several alternatives for taking on leadership roles without becoming school leaders.

While still in the classroom, teachers can serve as Grade Level Chairs or Department Chairs. In some schools, veteran teachers also serve as mentors to novice teachers. Additionally, some teachers serve as Teacher Leaders and Curriculum Leaders, supporting the development of a regional curriculum (standards, scope and sequence, etc.) As the district implements **KIPP TALENT**, EEIP funding will add an opportunity for teacher leadership for those who aspire to be lifelong teachers while still having the opportunity to grow and impact others. The KIPP Teacher Residency Program (KTR) will require highly qualified teacher mentors, who will be chosen from the ranks of KIPP's most experienced, demonstrably successful teacher leaders.

Beyond that, strong teachers do often leave the classroom to fill leadership roles as KIPP Houston fulfills its plan to expand to serving over 20,000 students by 2020. Opportunities beyond the classroom include the role of Instructional Coach, Dean, or Assistant Principal and eventually School Leader, or they may step into a Regional Services Team role.

However, because teacher evaluation has not been standardized across the region, KIPP does not currently have a defined Teacher Career Pathway, meaning neither the qualifications nor compensation for these additional leadership roles have been standardized. There is no tiered pay and career structure specifically tied to teacher quality as measured by multiple inputs including measures of student achievement. But one thing is clear: if KIPP is to continue attracting academic high achievers into the profession, it must systematically identify and manage talent and define career stages associated with the acquisition and demonstration of expertise.

According to a report by the Center for Educator Effectiveness, "Without structural changes to the teaching profession—including better working conditions, competitive compensation, flexibility and career staging—it will be increasingly difficult to attract and retain enough highly motivated and qualified teachers into the profession. Building additional career stages that value and reward high performing teachers may be one way to motivate promising newcomers to the profession to set longer-term goals that involve leading from the classroom."¹

To date, the KIPP Talent Team has focused on recruiting, hiring, onboarding, and developing teachers to replace departing teachers and meet its ambitious growth targets. Because working at KIPP is so professionally demanding and leads to higher than average turnover, the focus has been on getting and training highly qualified teachers, not on providing teachers a staged career pathway tied to teacher quality and retention.

Study after study—as well as KIPP's own internal records—show that, among the top five reasons for teachers exiting the profession, "salary and benefits" and "dissatisfaction with job description or duties" are #2 and #5, respectively.² The US Department of Education's Schools and Staffing Survey asked both traditional public school teachers and charter school teachers who left their schools why they left. In response, teachers in both sectors pointed to a lack of administrative support, poor working conditions, and low salaries.

If KIPP is to decrease unwanted teacher attrition while also growing its model to scale in the next six years, it must answer these reasons for leaving with a transparent and consistent system of evaluation and promotion, together with a clearly articulated system of career progression and compensation.

Development of a region-wide teacher evaluation system, to be funded with EEIP resources, will allow KIPP Houston to standardize its practices and resulting performance measures, which is a first step in creating a viable, standardized Teacher Career Pathway (TCP). From here, KIPP will work to standardize a system of differentiated compensation tied directly to measures of student performance which, in turn, tie to teacher

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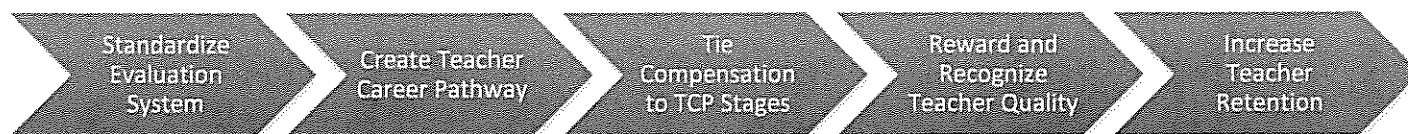
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quality as determined by a comprehensive, standardized teacher evaluation system.

The overarching goal of a teacher career advancement continuum is to ensure consistent access by all students to excellent teachers and teaching teams, create the conditions for advancing student learning for all students, increase the effectiveness of all teachers, and to retain the most effective and talented teachers.



Two keys to KIPP's plans for creating a strong TCP can be found in the KIPP Foundations of Excellent Teaching document detailed on page 26—specifically in the rationale for KFET noted in the following two statements:

- **We teach in schools, not classrooms; and**
- **We want teaching to be a ray, not a line segment.**

The first statement acknowledges the **value of teacher commitment to the work** “outside the classroom wall with parents, fellow teachers and leaders” and notes “If we teach in schools and not classrooms then it matters just as much how kids are in the classroom down the hall and in all the grades to come.” This also forms part of the rationale for creating a staged TCP along which teachers can progress and be recognized and rewarded while remaining in the classroom but teaching in the school.

The second statement acknowledges, “Like a ray, **there is no endpoint in teaching and learning**. It is an art and a science at which we can continually get better. Becoming a truly excellent teacher is a lifelong pursuit. We want every one of our teachers to embody the belief: I can become a great teacher and will never truly get to the end of this path because there’s so much to learn and so much to do in the act of teaching and learning.” As stated, this rationale for KFET also supports the rationale for the existence of a clear TCP.

In summary, the teaching profession needs to recognize and reward expertise by following the lead of other professions that create diverse and flexible career options; link compensation to performance, expertise, and responsibilities; and work to retain “high achievers.” KIPP’s answer to this is first to standardize teacher evaluation as the basis for creating a solid Teacher Career Pathway that supports teacher development, rewards and recognizes teacher excellence and achievement, and allows high-quality teachers to stay in the classroom doing work that they love.

Sources cited:

1. Coggins, C., Zuckerman, S. & McKelvey, L.A. (2010). Holding on to Gen Y. *Educational Leadership*, 67(8), 70-74.
2. “Teacher Attrition in Charter vs. District Schools”, National Charter School Research Project/Center on Reinventing Public Education, Summer 2010

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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **101813**

Amendment # (for amendments only):

Statutory Requirement 9: If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

No waivers are required or requested. Although the exact locations of the pilot projects for the teacher evaluation system standardization and teacher residency program components have not yet been established, KIPP Houston Public Schools is not seeking to exempt any campus(es) from participation in **KIPP TALENT**, and no waivers are necessary to carry out purposes of the program as described by Section 21.7011 in accordance with this proposed plan.

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

Not applicable. KIPP Houston is not seeking waivers.

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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **101813**

Amendment # (for amendments only):

Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not applicable. KIPP Houston is not seeking waivers.

Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not applicable. KIPP Houston is not seeking waivers.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 101813

Amendment # (for amendments only):

TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As a high performing charter network that continues to expand to meet local community demand, KIPP must confront the challenges of increasing teacher support and retention in new and creative ways. During its first 20 years of operation in Houston, KIPP has devoted considerable resources to developing positions, teams, and/or solutions to address various aspects of these challenges. Although KIPP occasionally hires external facilitators (such as Education First) when necessary, most of KIPP's professional development is provided in-house through the Academic Services Team and the Talent Team. Partnerships with other high performing charters, institutions of higher education, and organizations have resulted in the following programs and partnerships that will continue as in-kind contributions to **KIPP TALENT**:

- **Teaching Excellence**—an alternative certification program managed by YES Prep Public Schools and funded by YES and KIPP Houston; provides a high-quality ACP experience aligned to KIPP's culture and values; produces approximately 75 certified teachers per year for KIPP Houston schools;
- **Teach for America**—a partner for teacher recruitment; TFA has been one of KIPP's strongest partners and have provided hundreds of teachers over the years; and
- **University of Houston and Texas A&M University**—provide student teachers

In short, KIPP Houston is doing everything it already knows to do with the resources it already has.

The opportunity of **KIPP TALENT** will fund the design, piloting, iteration, and/or expansion of KIPP's human capital management system (HMCS) in three key areas, together with staff support to design, field test, implement, and manage each. The table below distinguishes the status of each, the supports that will continue regardless of grant funding, and the crucial components that could not be realized without EEIP funding from TEA.

Regional teacher evaluation systems and tools: 22 individual, non-aligned, school-based evaluation systems; district-/region-wide aggregation and school-by-school comparisons not possible

Continuing w/Existing Resources	Only Possible with EEIP Funding
<ul style="list-style-type: none"> • Chief Talent Officer continues to work with 22 systems and salary scales (expanding to over 25 by 2020); • Manager of Talent Development continues to provide training opportunities regarding effective goal-setting and performance evaluation processes and facilitates sharing of tools and frameworks among school leaders. 	<ul style="list-style-type: none"> • Project Manager to oversee development of region-wide evaluation system; • Education First consultancy fees for alignment to KFET, creation of standard tools/rubrics, and project implementation/evaluation

KIPP Teacher Residency: No teacher residency program exists; ACP interns from the TE program are teachers of record without the benefit of full-time, in-class support

Continuing w/Existing Resources	Only Possible with EEIP Funding
<ul style="list-style-type: none"> • Chief Talent Officer continues to oversee existing teacher recruitment and hiring efforts for the region; • Manager of Recruitment will support the CTO in this effort. 	<ul style="list-style-type: none"> • Full-time Director of KIPP Teacher Residency Program • Resident salaries at a livable wage (\$35,000/year + benefits)

KIPP Mentor Program: No standardized district or regional mentorship program or protocol exists; school leaders spend time and effort to design and oversee their own programs

Continuing w/Existing Resources	Only Possible with EEIP Funding
<ul style="list-style-type: none"> • Chief Talent Officer 	<ul style="list-style-type: none"> • Mentor stipends

Without the benefit of EEIP funding, KIPP would not be able to afford these solutions on the timeframe proposed here, if at all. Without grant funding, KIPP will continue to face teacher turnover/attrition rates at least as high as they are currently (33%) while also expanding the network to over 24 schools by 2017, meaning it must recruit at least 323 teachers to replace the 186 who leave each year *and* approximately 137 additional teachers to staff new schools.

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Schedule #17—Responses to TEA Program RequirementsCounty-district number or vendor ID: **101813**

Amendment # (for amendments only):

TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Practice(s) impacted key: Recruiting and Hiring (RH), Induction and Mentoring (IM), Professional Development and Collaboration (PDC), Evaluation (E), Strategic Compensation and Retention (SCR), and Career Pathways (CP)

Description of Major Project Activity / (Practice(s) Impacted)	Responsibility of	Timeline
Announce notice of grant award to KIPP learning communities; review project goals, objectives, evaluation plan, and budget with stakeholders; finalize/formalize 2014-15 plan specifics with stakeholders (ALL)	Superintendent or designee	Upon notice of funding (March 2014) - April 2014
Formally designate Chief People Officer as Project Director (PD); confirm schedule of weekly Project Management Team (PMT) meetings (ALL)	Superintendent	April 2014
Designate/hire Manager of KIPP Teacher Residency (MKTR) and Manager of Teacher Evaluation (MTE); contract with Education First consultants; (RH, IM, PDC, SCR)	PD	April - May 2014
Review staffing plans for KIPP schools (anticipated teaching vacancies, retiring staff, critical-need positions, etc.) (RH, IM)	Mgrs of Tchr Recruit (MTR) and Talent Dev (MTD)	April - May 2014 March - May 2015
Update needs assessment, staffing projections, and student achievement data as appropriate (ALL)	PMT	April 2014 (review quarterly thereafter)
Finalize content and plan for KTR, including mentor and resident training and ongoing development (RH, IM, PD, SCR)	MKTR, supported by PMT	
Recruit and select KTR mentors; begin mentor training (IM, PDC, SCR)	MKTR, supported by school leaders	
Recruit first cohort of 11 residents for KTR; pair with mentors; begin KTR orientation and training (RH, IM, PDC)	MKTR, supported by school leaders	
Complete faculty recruitment and hiring for 2014-15 (RH)	MTR	June - July 2014
Design and field test standardized teacher evaluation system (PDC, E, CP)	MTE, EdFirst; PMT	June 2014 – June 2015
Begin quarterly senior leadership meetings to address ongoing project sustainability (ALL)	PD with senior leaders	September 2014
Evaluate success of summer training for mentors and residents; review mentor and resident training plan against district needs; adjust training for Fall semester (IM, PDC)	MKTR, MTR, MTD	August 2014
Mark beginning of residency year with formal celebration (IM, PDC)	MKTR	August 2014
Observe and formally evaluate mentors (IM, E)	MKTR, sch leaders	Sept-June, 2014-15
Observe and informally evaluate residents (IM, E)	MKTR, sch leaders	Oct-June, 2014-15
Begin interim progress reviews of project implementation; track progress against work plan to ensure the quality of deliverables (ALL)	PD, EdFirst	Nov/Dec 2014; June/July 2015, etc
Review Fall 2014 project data (principal, mentor, teacher, student) and participant feedback/satisfaction surveys; adjust mentor and teacher training offerings for Spring 2015; begin design of regional KIPP Mentor Program (KMP) (E, PDC)	PMT	November – December 2014
Pilot new teacher evaluation system (PDC, E)	PMT, EdFirst	Dec 2014 – Sep 2015
Continue program implementation, PMT meetings, sustainability plan meetings, and project reporting as noted above (ALL)	ALL	January 2015 – August 2015; ongoing
KTR residents complete first year, are hired as teachers of record; begin second year supported by instructional coach (IM, PDC, E, SCR, CP)	MKTR, MTR, MTD	July – Aug 2015
Report project results to regions, school communities, and Board	PD	Semi-annually (June, December)
Year 2: Pilot and evaluate regional KMP (IM, PDC, CP)	DKTR	2015-16 school yr

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **101813**

Amendment # (for amendments only):

TEA Program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

KIPP Houston Public Schools' Regional Support Team works year-round to monitor a variety of human resources, instructional, financial, and facilities data in order to provide just-in-time support to its 22 school leaders and their staffs. When new programs or solutions are designed and implemented, KIPP takes care to involve staff at all impacted levels and sites as well as to seek input from managers, directors, and senior leaders as appropriate to ensure all perspectives and implications have been considered and addressed. Structures for review and feedback include the following:

- Weekly Exec Team meetings;
- Weekly staff meetings by department/function;
- Weekly leadership team meetings at each school;
- Monthly meetings of School Leaders, Heads of Schools, RST Directors and RST Chiefs; and
- Weekly Superintendent notes to KIPP Houston leaders.

The **planning team** for **KIPP TALENT** was composed of the KIPP Houston Chief Talent Officer, Head of Schools – Academic Services, Manager of Talent Development, Manager of Recruitment, and Manager of Institutional Giving. The team reviewed the region's hiring, evaluation, retention, student achievement, and expansion data against the purpose and requirements of this grant opportunity and noted progress on work already begun to address each need. For example, KIPP leaders had already identified the need for a standardized teacher evaluation system and had begun conversations with Education First to guide standardization of this important tool.

The planning team sought feedback from an **ad hoc committee of selected school principals, assistant principals, teacher leaders, and regional and school-based teacher support staff** to craft program design solutions focused on the needs identified on page 17. After making any necessary revisions, the planning team then worked to distinguish project components to be funded with EEIP funds versus those that KIPP would fund (or was already funding) with other resources to ensure EEIP funds supplemented, not supplanted, existing plans and programs. The proposed budget is the collective result of this collaborative planning and design effort.

In order to continue this level of feedback and collaboration during the funding period, KIPP Houston will also assemble a committee to participate in the development of the regional teacher appraisal system.

TEA Program Requirement 4: Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All schools will be eligible for participation in certain components of **KIPP TALENT**; no school will be excluded, and no waivers are requested to exempt any schools. Representatives from the range of KIPP Houston schools will participate in the project in some way, whether serving on focus group or ad hoc review committee, completing satisfaction surveys, serving as mentors, or participating in one or more pilot programs (teacher evaluation; KIPP Teacher Residency/KTR, or KIPP Mentoring Program/KMP).

Between May and July 2014, the Project Management Team will determine which schools will receive residents in year 1 of KTR and which schools (or feeder pattern) will pilot the standardized teacher evaluation system in year 1. Between October 2014 and February 2015, the PMT will determine which schools (or feeder pattern) will pilot KMP in year 2.

It is anticipated that projects piloted in year 1 will be rolled out to all schools in year 2, and projects piloted in year 3 will be budgeted for full rollout in year 3 upon request for grant renewal.

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